



MFL Progression of Skills and Year Group Coverage

	Autumn	Spring	Summer
Year R	<ul style="list-style-type: none"> • Basic phrases, greetings and vocabulary and the sound of Spanish. • Become used to the continuous use of 'gesture' to represent Spanish vocabulary. • Be aware of the existence of Spanish first names and to how to state our name in a full sentence. • Learn Spanish numbers up to 10 and to state our age. • Learn some Spanish colours. • Introduced to some Spanish Christmas vocabulary and traditions. • Gain confidence and enthusiasm through associating the Spanish language with lively exercises, songs and games. 	<ul style="list-style-type: none"> • Learn some adjectives and start to describe ourselves with sentences beginning 'I am' . • Understand when adjectives are describing a boy or a girl or either. • Become accustomed to hearing the letters of the Spanish alphabet. 	<ul style="list-style-type: none"> • Learn the Spanish days of the week and months of the year. • Introduced to the theme of likes and dislikes, involving some food. • Express our opinions regarding our likes and dislikes.
Year 1	<ul style="list-style-type: none"> • Practise and develop the material covered in the earlier stages. • Learn numbers 11 - 20 and make observations about the formation of those numbers. • Develop our knowledge of adjectives and start to form sentences beginning 'I am.' 	<ul style="list-style-type: none"> • Learn the Spanish days and to make observations about the words. • Create little sentences using <i>Hoy es</i> (Today is...). We will develop the use of adjectives in order to describe people and learn <i>Tú eres</i> (you are). • Develop the language skills of speaking and listening 	<ul style="list-style-type: none"> • Learn to express our personal opinions regarding our likes and dislikes, involving some food. • Learn how to say the Spanish months of the year and to talk about our birthday.



Year 2	<ul style="list-style-type: none"> • Practise and develop the material covered in the earlier stages. • Observe and learn the pronunciation of certain Spanish letters – J, LL, Z. • Begin to understand and become familiar with the Romance concept of masculine and feminine grammar, e.g. singular nouns (boy words and girl words). • Familiarisation with the concept of ‘boy’ and ‘girl’ words by applying it to the Spanish days of the week and adjectives. 	<ul style="list-style-type: none"> • Learn more masculine and feminine singular nouns and how to describe them with a colour (inverted word order). • Learn our Spanish numbers to 30. • Develop describing ourselves – ‘I am’ - and someone else – ‘you are’ -with an increasing range of adjectives. 	<ul style="list-style-type: none"> • Develop our knowledge of numbers, i.e. 40 and over. • Talk about where we live. We will continue to express our personal opinions regarding our likes and dislikes, involving more food vocabulary. • Revise the Spanish months of the year and now make observations and comparisons with the English months and to talk about our birthdays.
Year 3	<ul style="list-style-type: none"> • Revise saying and now introduce reading, both silently and out loud, simple words, phrases and numbers. • Become familiar with the ‘look’ of Spanish, e.g. the tilde (ñ) and the ‘upside down’ question marks and exclamation marks. • Develop the Romance language concept of ‘masculine’ and ‘feminine’ and the related ‘word changes’ and we will investigate and to make comments and observations regarding masculine and feminine ‘word changes.’ • Continue to develop our language skills of speaking and listening but now also include reading and writing. • Write and copy simple words and phrases and fill in words on a 	<ul style="list-style-type: none"> • Develop our knowledge of some Spanish and by observing a written reference sheet. • Develop the pronunciation of certain Spanish letters – e.g. J, LL, Z, Ñ, RR, V. • Discuss and compare the concept of ‘inverted word order’, e.g. the position of colour in Spanish (placed after the noun.). • Continue the development of <u>all</u> language skills – speaking, listening, reading and writing. 	<ul style="list-style-type: none"> • To understand and become more familiar with the Romance concept of masculine and feminine grammar, e.g. singular nouns. • Become more accustomed to hearing letters of the Spanish alphabet. • Continue familiarisation with the concept of ‘masculine’ and ‘feminine’ by applying it to the Spanish days of the week and adjectives. • Learn the Spanish days and to make observations about the words.



	<p>simple worksheet, using a reference sheet and/or my teacher for assistance.</p> <ul style="list-style-type: none"> • Begin to use a bilingual dictionary. 		
Year 4	<ul style="list-style-type: none"> • Practice and develop all subjects and points of grammar covered so far in the four areas of speaking, listening, reading and writing. • Mental maths involving Spanish numbers up to 50 and understand the formation of Spanish numbers. • State, read and write about ourselves with sentences such as 'I am....' And 'You are....' • Can state, read and write in a simple way about our likes and dislikes and some basic types of food. 	<ul style="list-style-type: none"> • Practice and develop all subjects and points of grammar covered so far in the four areas of speaking, listening, reading and writing. • Mental maths involving Spanish numbers up to 50 and understand the formation of Spanish numbers. • State, read and write about ourselves with sentences such as 'I am....' And 'You are....' • Can state, read and write in a simple way about our likes and dislikes and some basic types of food. 	<ul style="list-style-type: none"> • Develop our knowledge of numbers, i.e. 70 and over. We will talk about and consider where we live and learn to ask where someone lives. • Observe the Spanish months of the year, talk about our birthdays and compare them with the English months. • Learn more nouns. We will practise the Spanish alphabet more fully. We will begin discussion about the weather. • Read sentences beginning <i>Él</i> (He) and <i>Ella</i> (She). and apply old and new adjectives and the adverb <i>muy</i> (very) in order to describe people. <p>Complete written worksheets on these topics.</p>
Year 5	<ul style="list-style-type: none"> • Revise and develop the material covered so far, particularly topics covered in the previous Y4 Summer Term. • Discuss the weather in greater detail. • Involve 'spelling' using the Spanish alphabet. • Continue to express opinions and descriptions using adjectives and adverbs. 	<ul style="list-style-type: none"> • Learn to describe ourselves and others, e.g. eyes, hair, etc. We will follow instructions by listening and understanding descriptions and then drawing a portrait according to that description. • Familiar with the use of the currency of euros. 	<ul style="list-style-type: none"> • Discuss the theme of 'clothes.' This renews the grammatical point of 'position of colours' and the definite and indefinite articles THE and A. • Describe appearances re. how someone is dressed. • Apply the use of adverbs to sentences, e.g. very, quite, extremely. • Begin to use 'negative sentences.'



			<ul style="list-style-type: none"> • Consider 'sizes' and to apply them to the description of animals.
Year 6	<ul style="list-style-type: none"> • Continue the development of the material covered so far. • Consider the concept of 'plural' nouns, both in Spanish and English. • Study formation of sentences involving the verb '<i>tener</i>' (to have) in the first, second and third person singular. • Develop the ability to describe the appearance of people, e.g. hair colour, eye colour 	<ul style="list-style-type: none"> • Learn some vocabulary for family members and talk and write about those people, describing their appearance, age and personality. • Make observations about the masculine and feminine versions of the words for those family members, e.g. <i>hermano</i> / <i>hermana</i>. • Develop Spanish reading and comprehension skills and come to realise that, when translating, the same meaning does not necessarily require the same amount of words as the other language, i.e. that languages work independently of each other. • Learn the names of school subjects in Spanish and to apply periods of time / likes and dislikes.... to the theme of school subjects. • Express our personal preferences re. subjects and activities. 	<p>French.</p> <ul style="list-style-type: none"> • Discuss some French culture, history and geography. • Learn the vocabulary for greetings, some numbers and colours, days of the week, adjectives, masculine and feminine singular nouns and how to describe ourselves - 'I am'. • Continue the development of <u>all</u> language skills - speaking, listening, reading and writing.